

**Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.**

**3.3.4** Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)

**Taxonomy Level:** 4 B Analyze / Conceptual Knowledge

**Previous/future knowledge:**

In 1<sup>st</sup> grade, students identified the basic functions of government, including making and enforcing laws and protecting citizens (1-3.1). Students summarized the concept of authority and gave examples of people in authority, including school officials, public safety officers, and government officials (1-3.2). They identified ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all (1-3.3). Students summarized possible consequences of an absence of laws and rules, including the potential for disorderliness and violence (1-3.4). Students recognized the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live (1-4.1) and identified the different levels of government—local, state, and national (1-4.2).

In 2<sup>nd</sup> grade, students recognized different types of local laws and those people who have the power and authority to enforce them (2-3.1). Students also identified the roles of leaders and officials in local government, including law enforcement and public safety officials (2-3.2) and explained the ways that local and state governments contribute to the federal system, including law enforcement and highway construction (2-3.3).

In 3<sup>rd</sup> grade, students will summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2).

In 4<sup>th</sup> grade, students will explain the political and economic factors leading to the American Revolution, (4-3.1) and the major ideas and philosophies of government reflected in the Declaration of Independence. (4-3.3). Students will compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress (4-4.1). Student will classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches (4-4.2). They will explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government (4-4.3).

In 8<sup>th</sup> grade students will summarize the history of European settlement in Carolina, including the early government, (8-1.3) and summarize the significant changes to South Carolina's government during the colonial period (8-1.5) Students will summarize events related to the adoption of South Carolina's first constitution and the [writing and]ratification of the United States Constitution (8-2.4). They will summarize the events and the process that led to the ratification of South Carolina's constitution of 1868 (8-4.3). Students will summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws (8-5.1).

In United States History and Constitution, students will summarize the early development of

representative government and political rights in the American colonies (USHC-2.1) and explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world (USHC-2.2). Students will explain the development and effectiveness of the Articles of Confederation (USHC-2.3) and summarize the creation of a new national government (USHC-2.4). Students will analyze underlying political philosophies, fundamental principles, and purposes of the United States Constitution and Bill of Rights (USHC-2.5). They will compare differing economic and political views that led to the emergence of the American two-party political system (USHC-2.6) and summarize the origins and the evolution of the United States Supreme Court (USHC 2.7).

In American Government, students will study the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions, reserved and concurrent powers in the states, the relationships among national, state, and local levels of government, and the structure and operation of South Carolina's government (USG 3.2). Students will compare the advantages and disadvantages of the ways in which power is distributed, shared, and limited to serve the purposes of constitutional government (USG 1.5), summarize the basic principles of American democracy including popular sovereignty, the rule of law, the balance of power, the separation of power, federalism, and representative governments, limited government (USG 2.1), contrast the distribution of powers and responsibilities within the federal system (USG 3.1).

#### **It is essential for students to know**

Although government and political systems are an essential strand throughout the Social Studies Standards, this is the last time that the functions and responsibilities of state and local government will be explicitly taught until students are seniors in high school. This understanding is essential for an understanding of later government concepts.

Students should understand the basic roles of the three branches of government in South Carolina. The legislative branch is the General Assembly, which makes state laws. The General Assembly is composed of the Senate and the House of Representatives. The executive branch is lead by the governor. He is responsible for carrying out (or executing) the laws passed by the General Assembly. He signs or vetoes laws passed by the legislature. The judicial branch is our state's court system. The responsibility of the courts is to see that the laws are fairly applied to all citizens. The Supreme Court of South Carolina decides whether the laws passed by the General Assembly or the actions of the governor conform to the constitution of the state of South Carolina.

Students should also know that cities, towns, and counties have local governments to serve citizens. Towns usually have elected mayors who are the executive and elected town councils that serve as the legislature for the town. They also have municipal (town) courts. Counties have county councils that make rules for the unincorporated parts of the state that are not divided into towns. These governments play a vital role in providing services and meeting the needs of the local citizens. Such services include protection provided by police, firemen and emergency medical teams; water, sewer and garbage services; public schools, libraries and parks; and new roads and road repairs. Towns and counties also regulate land use and businesses within their jurisdiction. Students should be able to identify the symbols for towns and cities on a map and locate and name the county and/or town in which they live. They should be able to locate and name the state capital.

**It is not essential for students to know** how local officials are elected or the names of current elected officials. Although they should know the name and location of the county in which they live, students do not need to know the names or locations of other South Carolina counties.

**Assessment Guidelines:** Appropriate assessments would require students to **explain** the branches of government and how the branches of government are related to each other, yet function independently.

Appropriate assessments should also require students to **identify** functions of their local governments and **infer** how the daily lives of citizens are affected. Students should be able to **compare** local, state and national governments as to their form and functions.

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